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ABSTRACT

This paper investigates the emergence of English-as-a-Second-Language (ESL) instruction in Madison, Wisconsin. Like other medium-sized, upper-midwest communities, the demand for ESL instruction has exploded. Despite some visa limitations placed on international students who wish to study English in the United States since September 2001, ESL programs continue to expand. Most Madison programs cater to Hmong refugees and Hispanic immigrants, particularly those from Mexico. This paper compares the strength of different programs in Madison. First, it describes the initial language programs. Then, it outlines three teacher training opportunities available at the University of Wisconsin and the Wisconsin English Second Language Institute. Finally, it describes the different clientele and services provided by various public and private organizations. Five appendixes include the following: directory of Dane County/Madison ESL providers, ESL adult programs, Madison Metropolitan School District (MMSD) teacher distribution, MMSD attendance areas, and limited English proficiency statistics in the MMSD. (Contains 32 bibliographic references.) (Author/SM)

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A HISTORY OF ESL INSTRUCTION IN MADISON, WISCONSIN

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Madison Metropolitan School District
Madison Area Technical College

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Abstract

This paper investigates the emergence of English as a second language (ESL) instruction in Madison, Wisconsin. Like other medium-sized Upper-Midwest communities, the demand for ESL instruction has exploded. Despite some visa limitations placed on international students who wish to study English in the U.S. since September 2001, ESL programs continue to increased. Most Madison programs cater to Hmong refugees and Hispanic immigrants and particularly those from Mexico.

This paper compares the strengths of different programs in Madison. First, it describes the initial language programs. Then it outlines three teacher training opportunities available at the University of Wisconsin and WESLI. Finally, it describes the different clientele and services provided by various public and private organizations.

Keywords: English as a second language, English as a new language, second language acquisition, language learners, limited-English proficiency, University of Wisconsin, Madison Metropolitan School District, Madison Area Technical College

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During the latter 1990s, immigrants and refuges arrived in U.S. communities at unprecedented numbers (Schmid, 2001). Unlike the European immigrants of the 20th century's first decade, the majority of its last decade immigrants originated from Latin America and Asia. In 2000, this new group represented approximately 10% of the U.S. population. In 2002, adolescent students appeared at school speaking Spanish (80%), Vietnamese (4%), Hmong (2%), Cantonese (2%), Cambodian, Korean, Tibetan, and Lao among other languages (Schmid, 2001). Less than 20% of these immigrants arrived with sufficient English proficiency to function in the community (Schmid, 2001). Moreover, in 1999, more than 25 states had statutes or constitutional amendments which declared English as the official language. As a result of immigrants' lack of English proficiency and state requirements to use English, "newcomers" were obliged to learn English.

Although Wisconsin did not have a declared official language, newcomers, who spoke Spanish, Chinese, Hmong, Laotian, Tibetan, Korean, or another language, studied English in order to participate fully in public services and to obtain citizenship. Between 1990 and 2000, the Wisconsin Hispanic population grew 107% from 93,194 to 192,921 (Williams, 2000) while the Asian population grew 68% (Adams, 2000).

This essay examines the educational opportunities available to children and spouses of international students, immigrants, and refugees for learning English in the Madison metropolitan area. It identifies key variables useful for selecting programs including teacher education, curriculum, funding, and assessment.

Madison Overview

After the 1990s, Madison also experienced a major growth in non-English speakers. The University of Wisconsin-Madison (UW) students' family members who in the past had been the major clients for English as a second language (ESL) instruction were now joined by immigrants from various the Caribbean, South American, and Southeast Asian countries and war refugees from Afghanistan, Bosnia, Cambodia, Iraq, Kosovo, Laos, and Vietnam.[1] In 2000, the percentage of the Dane County (Madison metropolitan area) residents of five years and older speaking Spanish at home rose to 4% while the percentage of Dane County residents who did not speak English at home was 9% (Williams, 2002). In 2002, to accommodate the increasing Hispanic population, Madison officials required all police officers to study Spanish. In addition, police recruiters began seeking candidates proficient in German, Chinese, Hmong, and French (Adams, 2002).[2]

By 2003, Madisonians could study English at over 25 institutions around the city. These institutions served more than 4000 people.[3] (Appendix A) Since Madison was the state capital, the site of the flagship university, and a highly rated city, it attracted a large number of immigrants and refugee daily. Knowledge of where there were ESL courses and which levels were being taught was critical for assisting new families. Madisonians developed program for adults and their children in the Madison Metropolitan School District (MMSD) schools.

The Impetus for ESL Instruction

Madison organizations have provided ESL instruction since the late 1940s. Initially, the ESL programs were a response to the UW administrators' efforts to internationalize the student body.[4] Members of the University League, wives of faculty, organized informal neighborhood language lessons in their homes.[5] These weekly lessons addressed the needs of international student wives for language instruction and cultural interpretations.

Following the enactment of the National Defense Education Act in 1958, language and area studies faculty began to submit proposals to various agencies and foundations for funding to support international students on campus and faculty exchange programs (Bogue & Taylor, 1975; Cronon & Jenkins, 1999). Several area studies centers beginning with the South Asian Studies Center came into existence at the UW about 1960. A large group of Indians and Pakistanis came to study in the College of Agriculture and Life Sciences while Chinese, Taiwanese, and Japanese students typically enrolled in the College of Engineering. Subsequently, federally-funded centers representing other regions emerged and attracted international students and faculty most of whom arrived in Madison with children and spouses eager to learn English.[6] In 2002, the UW had the fourth largest international student (4000) and faculty/staff (100) population of U.S. universities.[7]

Training ESL Teachers

Teacher training was an important component of ESL instruction. Over the years, three organizations created certification programs to serve adults, youth, and children. Prior to.1969, the UW and the MMSD had no provision for training teachers of ESL. Most early ESL teachers were returned Peace Corps volunteers who had taught English abroad as a foreign language in Africa, Asia, or South America.

UW Department of English

Many ESL teachers have earned a certificate in Teaching English to Speakers of Other Languages (TESOL) as part of the Program in English Linguistics. As undergraduate and graduate students with foreign language proficiency, they enrolled in the TESOL certification program to enable them to teach ESL abroad. They completed six courses (21 credits) and a practicum.[8] These students eventually "student" taught different course levels of ESL to the limited English-speaking international students. This arrangement reduced staff time for recruiting teachers by placing certificate students in internship positions. Most of these students also completed a masters degree in applied linguistics.

The pre-collegiate ESL certification program grew out of the UW Department of English adult applied linguistics program. The former began at the request of Mary Church (PCV-Ethiopia) in 1978. After teaching English as a foreign language for two

years, Church sought formal ESL training. Since the Department of Curriculum and Instruction did not offer an ESL certification program, the Wisconsin Department of Instruction (DPI) licensing staff agreed that Church and Charles Scott (English) should create courses which would satisfy an "add-on" certification. They designed a program based upon the requirements of the certificate for applied linguistics in the Department of English.

UW Department of Curriculum & Instruction

In the 1980s, principals and subject-area teachers sought teachers who specialized in language acquisition to instruct their increasing numbers of limited English-speaking students. This need resulted in an increase of ESL-related hiring throughout the district. The MMSD administrators hired DPI-licensed ESL teachers (DPI 395) and bilingual resource specialists (BRS) as well as developed curriculum appropriate for pre-collegiate students.[9]

By the mid-1980s, the UW School of Education faculty approved Constance Knop's (Curriculum and Instruction) proposal to create an ESL program. Although her primary appointment was to supervise the French certification program, she agreed to assume the responsibilities of an ESL "add-on" certification program. Most of her undergraduate students were also earning certification in French, Spanish, or English.[10] Several DPI-licensed ESL and language teachers in the MMSD collaborated with Knop to supervise student teachers of ESL in their practicum and

student teaching assignments. In 1996, following Knop's retirement, the program was placed on hold until a replacement was found.

Graduate Program. In January 1998, the UW Department of Curriculum and Instruction hired Margaret Hawkins at 75% to reinstated the ESL K-12 "add-on" certification program.[11] In 2003, the program was still designed only for graduate students. To be admitted into this highly selective program, students had to have (1) three years of ESL teaching experience, (2) hold an emergency ESL license from DPI, (3) be teaching ESL in a district, and (4) have a DPI license for a core subject area such as English, math, social studies, or science.[12] Many of these emergency-licensed students held positions at area public schools. Hawkins supervised the student teaching assignments and taught courses concerning ESL methods and issues or theories of ESL instruction. The emphasis of the program was on an interdisciplinary social and cultural view of language, culture, and learning (see: Diza-Rico & Weed, 1995).

Undergraduate Program. Subsequently, the UW introduced an undergraduate program. Since the MMSD continued to hire emergency ESL-licensed teachers who also were proficient in Spanish, Hmong, or Korean,[13] the UW education faculty designed an undergraduate bilingual, bicultural, and biliteracy certification program in 2002.[14] This pilot alternative certification program would provide instruction to bilingual adults holding bachelor's degrees in areas other than education. However, there was no

policy to encourage education students of ESL to study Spanish, Hmong, or Korean in departments of the College of Letters and Science.[15]

Other university and private college campuses also offered undergraduate certification. To meet the increased Madison demand for ESL teachers, several University of Wisconsin System campuses gained federal funding to train current licensed content teachers in ESL pedagogy. In the case of the UW-Eau Claire, the ESEA Title III grant funded pre-service and in-service training, the creation of inclusive classrooms, and assessment of English acquisition (Reynolds, 2002).

Finally, the National Board of Professional Teaching Standards also provided certification for current ESL teachers at the elementary and secondary levels.[16] Teachers would submit a portfolio of lesson plans and class videos as evidence. As of 2002, no Wisconsin teacher of ESL had obtained this credential.

Wisconsin English Second Language Institute

Similar to the UW programs, WESLI established the Midwest Teacher Training Program (MTTP).[17] Begun in 1998, this teacher education program provided an intensive five-week institute designed to provide quality ESL instructors for teaching ESL in businesses and language institutes abroad. The course of study combined on-site experience as well as methodological and theoretical knowledge. The MTTP was accredited by the Commission on English Language Accreditation.

Public School Programs

The Madison Metropolitan School District (MMSD) took a leading role in pre-collegiate ESL education. During the early 1970s, Jack Siebert (PCV-Colombia) coordinated the first, regular ESL instruction at Shorewood Elementary School.[18] His goal was to serve the children of the increasing international student and faculty population housed at Eagle Heights and University Housing of the UW.[19] For several years, ESL teachers drove around the city to schools where they mediated misunderstandings, translated documents, and tutored international students.

Program Development

Over the years the program directions have changed to meet the needs of different groups of students and to implement new theories of instruction. In the 1980s, district-wide instruction or support was limited to small chunks of time in "pull-out programs to focus on special individual or small group needs."[20] Later, at elementary schools, ESL teachers and specialists worked with ESL students in their regular class.

By 1990, the MMSD had created an extensive ESL program. A bilingual ESL coordinator and program service trainer with over 60 licensed teachers of ESL and a cadre of 47 Hispanic and Asian BRSs (Bilingual Resource Specialists) composed the program.[21] (Appendix C & D) Unlike the other district schools, Shorewood Elementary drew international students from an educated elite.[22]

Therefore, at least one parent was proficient in English. As a result, Shorewood did not required BRSs for translating, mediation, and consultation. However, at other schools, the teachers and BRSs were often supported in the classroom by educational assistants and parent volunteers. Nevertheless, over the years, there was a significant change in ESL teachers.

Content-based Programs. In 2001, the ESL program moved from a traditional ESL language-focus model to a content-based model. This new model developed bilingual programming for Spanish-speaking students at the middle and elementary levels.[23] The MMSD advocated a "move from remedial content and language practices to accelerated, standards-drive curriculum, instruction, and assessment to promote literacy and biliteracy development." The MMSD moved toward a collaborative, inclusive approach to support for English language learners with the support of principals and core-subject teachers. This move demonstrated the district-wide commitment to provide extensive in-service development to program and regular staff.[24] The MMSD staff strove for students' academic and social achievement not just their English proficiency.[25]

Literacy Programs. Many ESL-designated students arrived in the MMSD with no literacy skills in English or their first language. (Appendix E) In Madison, 40% of these ESL students were of Hmong heritage while 20% were of Hispanic heritage.[26] Furthermore, few of the ESL or core-subject teachers were proficient in Hmong or its culture. Therefore, Hispanic and

Asian parents proposed the creation of a charter school which would provide instruction in Spanish, Hmong, Korean, Lao, Tibetan, and Chinese.[27] This proposed bilingual, immersion instruction would be a means of maintaining the students' heritage language, gaining content knowledge, and enabling them to transition to instruction in English.[28]

Funding

Funding continued to be a major problem for ESL mandated programs. Although salaries might vary depending on education and experience, the largest financial struggle was obtaining money for staff development and bilingual materials.[29] Although, over 70% of the "limited English-speakers" or ESL students were part of the federal free-lunch program, these students did not receive federal funding allocations specifically for ESL instruction. Despite the Ed-Flex bill provided greater state and local flexibility with federal education funds, it did not result in curriculum development and materials.[30] In 1998, Franklin Elementary School obtained a federal "Comprehensive School Reform Grant" to train regular teachers in ESL curriculum and instruction as a means to reduce class size.[31] (Appendix C) Prior to recognition of a state deficit, MMSD obtained a "Teacher and Personnel" (TAP) grant of $750,000 to support staff development. The district also procured funding to mentor Hispanic students.[32] Nevertheless, with the state deficit and funding caps, Governor Doyle's 2003 cuts sent ESL staff scrambling for state funding.

Curriculum

Curriculum development was a major concern of ESL teachers. Despite the growing demand for ESL services, the neither the state nor the district had guidelines for ESL or bilingual instruction until 2000. For this reason, ESL teachers and BRSs attempted to meet the needs of each student and family members, but they often lack a coherent, long-term vision (MTI-ESL, 1999).[33] After the passage of the No Child Left Behind Act in 2001, MMSD created guidelines, teachers and the ESL consultants designed a set of alternative performance assessment indicators for district ESL students.[34]

Transition Courses. High school teachers introduced transitional or bridge courses in the early 2000s as a means to mainstream students into English-only classes (Diza-Rico & Weed, 1995; Echevarria & Graves, 1998; Mohan et al., 2001) or heritage language classes (Webb & Miller, 2000). Experience had shown that students could not acquire significant training in cognitive academic language proficiency in a basic ESL program (Chamot & O'Malley, 1994; Jordan, 1997; Snow & Brinton, 1997). Consequently, high school teachers prepared transition courses in math, social studies, and science. These courses provided a slower pace and more visual form of instruction for students speaking first and second languages other than English.[35] The books and instruction were in English with BRSs supporting students as they worked through individualized, in-class assignments and group activities. Some of the ESL Hispanic and

Francophone students attended upper-level Spanish or French language courses either as a student or as an assistant.

Bilingual Courses. Because of the concentrations of Hispanic ESL students, MMSD provided subject-area courses in Spanish for recent immigrant students at a few schools.[36] (Appendix C & D) Although administrators labeled these courses "bilingual," they were actually monolingual courses taught by bilingual teachers. Most the materials and textbooks were in Spanish and the instruction was in Spanish. Since many of the students had limited experience in school, administrators encouraged such courses to facilitate cognitive development and social interaction rather than language initially.[37] New student, assessed at the DPI 1 or 2 ESL level, typically attended classes with 90% instruction in Spanish followed by gradual increased instruction in English. These Hispanic students could transfer each quarter into classes with higher rates of English instruction.[38]

With the DPI mandate for standardized tests, ESL students placed at the 4th or 5th ESL level and many at the 3rd level took the required state and national exams in English and math at the 4th, 8th, and 12th grades.[39] Such inclusion placed a great deal of pressure on students, their parents, and their ESL teachers.

Adult Programs

The adult ESL programs catered not only to educated, limited English-speaking students and their spouses or relatives but also to illiterate or semi-literate refugees and immigrants. To accommodate the demand for adult programs, several public and private schools provided ESL instruction. (Appendix A & B)

Public

Wisconsin had a history of ESL instruction at public post-secondary institutions. In Madison, two institutions of higher education provided ESL courses for on- and off-campus instruction.

University of Wisconsin. Beginning in 1968, the UW College of Letters and Science Program in ESL expanded to serve admitted or potential international students. These students sought intensive English instruction to meet their language admission requirement imposed by their department. A staff of nine full-time faculty oversaw between 20 to 40 sections. In addition, students of TESOL Certification program gained experience as teaching assistants in these courses. The intensive student program supported eight levels of courses during the academic year and the 8-week summer session. These classes were limited to 16 students and instructed over 800 students per year.

A transition component was available. Every semester the director gave permission to a small number of students who had enrolled previously in advanced-level ESL courses to take one or more academic courses along with a non-intensive course in English. Under this arrangement, students registered as special students and paid the undergraduate tuition. However, the ESL staff did not provide any type of academic support for the academic courses.[40]

The program provides training for international teaching assistants. The ESL staff conducted a short-course for non-native English-speaking teaching assistants from various departments to improve their diction and public speaking.

Madison Friends of International Students. Many spouses of international students who studied at the UW did not know English or did not have sufficient proficiency to meet their daily needs. Therefore, in 1972, two wives of University faculty and members of the Madison Friends of International Studies (UW-affiliated organization) created the International Women's English Class. Since Coe Williams and Bea Dewey were also members of the First Baptist Church, they negotiated to rent rooms in the building on Tuesdays and Thursday mornings for ESL classes. Since the church was close to student housing, many limited English-speaking spouses could walk to classes. To attract potential students, the program provided child care for a minimal cost. The tuition of $35 offset materials and supplies. In the 1980s, enrollments were above 160 students; however, with the increased number of

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ESL programs, the enrollments for 1999 had declined to 80. As of 2002, the enrollment remains around 120 students.

Liba Daub had coordinated the instruction over the years. Most of the 18 current instructors and four substitutes were retired public school teachers of languages. They volunteer their instructional services on a rotating basis. Consequently, students had two speech models each semester: one for Tuesday and one for Thursday. There were no grades or homework, and few tests.

Madison Area Technical College. Following the end of the Vietnam War, the Madison Area Technical College (MATC) ESL program began in 1978 with federal funding to meet the employment needs of South East Asian refugees. At the same time, the Wisconsin Technical College System created a position for an educational consultant to oversee ESL instruction at the 16 state colleges.[41]

Several political incidents necessitated the creation of adult ESL programs. After members of Lutheran and Catholic churches hosted Hmong, Lao, and Khmer refugees in northern Wisconsin communities, many refugees, still lacking adequate English skills, moved to Madison for work.

Additional courses became necessary for Hispanic refugees. After the "Mariel Boat" refugees from Cuba were placed in central Wisconsin, ESL programs became necessary. In the 1990s, another group of immigrants from Mexico immigrated to the Madison area to work in small factories. Some bilingual courses were available

for these later refugees and other Spanish-speakers from South America. However, to maintain the federal funding for these immigrants, teachers had to keep records on completion rates, job placement, U.S. citizenship, and registration to vote. For example, in AY 2001-02, MATC set a 10% completion rate target for ESL 6 (advanced high level). Teachers actually obtained a 22.5% completion rate for these students.[42]

1. Instructors ESL instructors at MATC had various employment assignments and language proficiencies. Until 2002, Robert Esser (Spanish), Cauline Howell (French), and Charlene Muira (Japanese) were permanent, full-time ESL instructors at the downtown campus in the Alternative Learning Division, Adult Basic Education. Dean Edouardo Arangua requested a fourth full-time ESL position, but MATC administrators denied the request for budgetary reasons. Diane Harley and Lynn Bartoszek replaced Muira and Howell following their retirement in 2002.

A cadre of 25 part-time instructors provided the majority of instruction.[43] Because MATC limited weekly employment to 13 hours, Arangua had to hire new employees each term as the program grew. He required instructors to have experience in adult language instruction and fluency in English and in another language. All instructors had to hold a master's degree in foreign language, linguistics, or English (applied linguistics).[44] These part-time instructors taught classes at several campuses and outreach centers in Dane County to complement the permanent on-campus instructors. Some instructors

periodically taught courses via distance delivery such as compressed video and satellite.

Certification was an important component of employment. In addition to basic language acquisition competencies, MATC required all instructors to begin a series of seven professional development courses within the first, five years of employment.[45] This general training enabled instructors to obtain a Wisconsin Technical College System (WTCS) Board license for ESL (861). Thereafter like the MMSD teachers, these instructors completed the equivalent of six graduate credits every five years to maintain their expertise and license.

MATC provided staff development programs. Each monthly staff meeting contained time for discussions about specific ESL course improvements. Instructors were encouraged to attend a half-day in-service each semester. Moreover, they could apply for travel funds to participate in one in-state conference annually. For example, most ESL teachers attended the annual Wisconsin TESOL meeting.

Finally, instructors at MATC, like those of the MMSD, were unionized. The full-time and part-time instructors had their own union. The part-time instructors negotiated for salary equity with full-time teachers, benefits along with issues such as registration week assignments, class size, email accounts, IDs, key cards, professional development, preparation time, and workspace.

2. Curriculum Typically, instructors designed the curriculum for each class. For instance, they created courses specifically to meet workplace needs (e.g., those at the UW Hospital or Oscar Mayer Company) rather than academic needs. In addition, teachers had to prepare for multiple-level students in one class. Many authors (Andrews, 1998; Auerbach, 1987, 1992; Burt, 1996; Gillespie, 1994, 1996; NCLE, 1995, 1998; Nash, 1992; Pavlenko, 1998; Platt, 1996; Wrigley & Ewen 1995) who described strategies for working with adult language learners particularly in the workplace and with illiterates served as resources. These materials became the basis for the MATC programs. MATC, like other colleges of the WTCS, had generated guidelines for teaching ESL at levels one through six.[46] During the summer, part-time instructors revised curriculum and reviewed new materials on a rotational basis. They designed written exams for each level. Instructors prepared handouts and work from several textbooks often with a thematic focus. In 2002, teachers agreed that a curriculum was necessary for pre-literate students. In addition, they agreed to switch from the *Side-by-Side* series to the *New Interchange* series for the first three levels.[47] This latter series provided materials in Spanish.

Basic ESL courses were available in various arrangements. Students could select one of six levels as semester courses during the day, night, or weekend or as eight-week modules during the day. Summer classes met four, 2-hour days per week in June based upon government funding and pre-registration. Classes were

capped at 20 students; however, most classes stabilize around eight to 12 students. Since students did not receive grades, they received basically a pass or no-pass recommendation. Consequently, students attempted to move in and out of classes as they found employment or had life changes. In addition, there were laboratories for students who wish to work independently under teacher supervision. MATC staff did not give TOEIC or TOEFL exams since most students were not on an academic track.

Transition programming (Brown, 2002; Duff et al., 2002; Raphan & Moser, 1993; Rosenthal, 1992) was a consideration of MATC. ESL staff offered transition courses ESL 7 and ESL 8 to prepare students for academic English grammar and composition courses. However, the ESL staff advocated for a transition program to involve subject-area instructors. To this end, ESL staff provided orientation courses for subject-area teachers.[48]

Private

Increasingly, private organizations began operating customized ESL instruction or sub-contracting instruction. Some services were secular while others were religious.

Secular Organizations.

WESLI. Under the direction of two UW linguists, Gail and Jeff Dryfus, the Wisconsin English Second Language Institute (WESLI) began in 1981 serving primarily Asian students. The institute expanded over the years and attracted students who aspired to pass the TOEFL exam in order to enter a U.S. college

or to pass the TOEIC exam to enter an international business. Some student came to WESLI to study English during their vacations. Therefore, the program was designed in 7-week blocks.

Depending on the world economy, enrollments fluctuated. In the early 1990s, enrollments were around 150 students. During the 1999 decline in the Asian economy, the Asian (Indonesian, Thai, Korean, Japanese, and Taiwanese) enrollment plummeted to 100 students. The owners began to recruit students from Brazil, Venezuela, Colombia, and Argentina to replace Asian ones and to increase enrollments. In 2002, enrollments had stabilized at 150. Through the decline, the instructors continued to offer a full range of courses at eight different levels.

WESLI offered a variety of amenities. Unlike public programs, WESLI provided a choice of a homestay or dormitory housing for students. In addition, the staff arranged weekend activities around the state to increase the student cultural knowledge. As an added service, staff advised students concerning further study at state institutions.

MESLS. The founders including the current director Suruedee Chumroum of the Madison English Second Language School (MESLS) were students at WESLI. The teaching materials were similar to those of WESLI. In 1993, they began instruction to serve University spouses who sought to improve their English in order to study at one of the local institutions.

Employees were full-time and part-time. After several years, Chumroum hired four full-time instructors to complement

the part-time staff. Many of the instructors had taught at WESLI or MATC. Although the number of instructors was small, many of them attended WITESOL meetings and took leadership roles.

With this employment plan, MESLS staff offered multiple levels of instruction in small classes. Before the Asian economic crisis of the late 1990s, MESLS served around 60 full-time students. In 2002, enrollment returned to 65. MESLS had a resident and a non-resident tuition policy. Students requiring housing had several options including renting an apartment in the MESLS building, arranging a homestay, or living in a private dormitory.

Madison Area Literacy Council. The Literacy Council and the Literacy Consortium collaborated on many administrative and policy issues. In addition to maintaining a list of free ESL and basic education courses, the Council was an advocacy organization. It prepared materials and curricula concerning literacy and beginning-level English skills.

Also, the Council provides informal ESL conversation courses. Part-time teachers typically held master's degrees in ESL or related language fields. Hiring preferences were for candidates with Spanish proficiency and experience teaching Hispanic adults. One popular ESL program was held for UW students' spouses living in Eagle Heights (graduate student housing). The instructor conducted conversations with three levels of speakers for a 12-week session on Mondays and Wednesday. The class was an hour each day.

Centro Hispano. Established in the 1970s, Centro Hispano provided instruction for beginning ESL. The instructor focused on basic oral/aural skills. The instructor was hired through MATC's Adult Basic Education Outreach program. Therefore, MATC paid the instructor's salary and requires adherence to state licensing regulations. Centro Hispano also offered a program at several city high schools for immigrants.

Omega School. In 1992, the Omega School opened. To service advanced-level ESL students, it focuses on pre-GED (General Education Development) or high school equivalency diploma [P.I. 5.09]) students. By 2002, the school no longer provided basic ESL instruction, rather it focused on advanced reading and writing skills. The students were those with an approximate 4th grade reading and writing competency in English. To accommodate students' needs, classes were small with six to eight students. Since students could join and stop at any time, the classes often comprise students at different levels of proficiency. As a means of mastering the material, this strategy enabled the more advanced students to "teach" the intermediate students. As the students progressed through segments of the GED content in a step progression, they advanced to courses at MATC and finally completed the program with a pass on the GED test.

The courses were free and were held at three locations around Madison. The Omega sites provided child care. In addition, the staff incorporated various off-site activities such as field trips to the library, the social security office, or the

motor vehicle department to obtain cards or licenses. The staff stressed a family reading program.

Centro Guadeloupe. Centro Guadeloupe came into existence in the 1990s to serve the increasing numbers of migrant laborers in the Dane County area. The ESL program was free since tutors volunteer their time. Centro Guadeloupe staff arranged classes upon demand; however, staff had found two-hour classes on Saturday attracted the largest number of students. Students could choose between two beginning-level classes. For several years, Centro Guadeloupe held a two-hour class at Edgewood College and utilized college students as teachers. The curriculum was unstructured and catered to the needs of the students.

Kaplan Educational Center. Madison had a branch office of the national Kaplan Educational Center. Students enrolled with the expectation of passing the TOEFL examination. The exam costs $80 and a four-week, four-hour per day program cost $999. Students could also enroll in a 12-week program for $2400. In addition to having a master's degree and license in ESL instruction, instructors had extensive language teaching experience. The Center staff had created a specific curriculum for each level of instruction.

United Refugee Service. The United Refugee Service (URS) did not typically provide ESL instruction. Rather URS was an organization which helped refugees find housing upon arrival in Madison. However, in the past, the URS had hired an

ESL teacher to teach basic English literacy skills. Funding for this class was from a federal grant that MATC administered.

Even Start. The MMSD and the Verona school district also provided family literacy programs. To improve the English proficiency of parents' of school-age students, the districts and MATC developed two programs on the West and East sides of Madison. Thirty parents with their children attend classes on Tuesdays and Thursdays evenings from 5:30 to 8:00. Teachers conducted classes on thematic topics which followed the children's school lessons. Staff made regular home visits to chat with parents and to resolve misunderstandings.

Religious Organizations.

Lutherans. In 1996, several members of the Wisconsin Lutheran Chapel & Student Center organized ESL instruction to parents during summer "Bible School." This program expanded to a regular, 3-hour Sunday instruction and a 3-day per week instruction at Eagle Heights. The staff provided two levels of instruction focusing on listening and speaking skills. One afternoon class for women addressed issues of home economics. Little instruction was provided concerning reading and writing. Since the chapel owned a bus, ESL students could participate in numerous cultural trips around southern Wisconsin at a minimal price. There were 15-30 students per level.

Catholics. Several parish priests in DeForest, Verona, Waunakee, and Sun Prairie asked parishioners to consider creating an ESL program for immigrants and refugees who work in

businesses in their communities.[49] Many of the Hispanic immigrants were Catholic and attended services in Spanish at local churches.

The private organizations provided an important service to newcomers. Since most of the programs were free, they facilitated the socialization of transitioning folks. The public organizations often had limitations in enrollments and attendance which the private organizations did not.

Conclusion

This review of ESL programs revealed a variety of services and costs. In addition, the data illustrated areas where ESL and world languages teachers and administrators might collaborate on program development such as curriculum, research, professional maintenance, salary adjustments, and licensing qualifications.

Curriculum varied widely in the different institutions. Some programs provided a textbook and a brief curricular plan. Others supplied teachers with a library of materials and encouraged them to develop a curriculum based upon student needs. Without federal and state guidelines for teaching at each level and few assessment (diagnostic ones do exist) instruments in practice, instruction varied even among teachers at the same institution. At the pre-collegiate level, there was a demand for parallel courses in Spanish to match those presently taught in English.

Research was limited and often not encouraged. Although the MMSD announced a call for action research proposals with a focus on ESL, not all teachers had a pool of students to obtain a sufficient sample size for empirical research. Some organizations (MATC, WESLI, MMSD, UW) would reimburse a teacher for presenting a paper (research or description) at a professional meeting in the state; however, state legislators had greatly reduced state and district funds for out-of-state travel. Consequently, only some teachers were members of the WITESOL, an

association of Wisconsin ESL professionals.[50] Furthermore, many institutions and organizations did not provide substitute pay when instructors were absent for professional activities.

Professional reading also posed a problem. TESOL among other organizations publishes materials and articles concerning the profession. However, often teachers were so busy traveling from teaching site to teaching site that they had little time to read and internalize new theories and instructional approaches.

Salaries varied. Some teachers worked as free volunteers while others were fully salaried on pay schedule with benefits. Since many part-time teachers were paid for in-class instruction only and not for preparation, they were not inclined to give addition time. Moreover, teachers paid on the part-time, hourly wage received few or no benefits. Because of the low pay and limited benefits, ESL programs experienced a great amount of turnover in part-time and even full-time staff (Longmate, 1999).

Student enrollments and ethnic backgrounds of students influenced hiring practices. Often, the number of different first languages determined the number of courses assigned. Some students were well educated in their first language and merely require parallel English instruction. However, increasing numbers of students were illiterate or semi-literate and require not only language instruction but academic training, and socialization.

Licensing of instructors still remained problematic. Some teachers held degrees in ESL or English, a world language, or

linguistics and a state license to teach ESL at the adult or pre-collegiate level. However, many directors preferred to hire teachers with a designated "native" language proficiency and heritage experience. This practice generated a conflict between heritage teacher and pedagogically trained Anglophone teachers in language acquisition, language teaching experience, and base subject area certification. Often otherwise qualified candidates were disqualified for not having a "near native" proficiency in a designated language such as Spanish, Korean, Khmer, Lao, Tibetan, or Hmong. This language requirement occurred even when classes contain students who spoke other world languages. With the increased demand for teachers, pedagogical prerequisites were often waved or districts gave emergency licenses to "native" speakers.

Madison continued to have great need for ESL programs at all age and instructional levels. Despite the services rendered by the different institutions, professionally trained and experienced ESL (bilingual) teachers were not sufficient. These teachers needed to have a multilingual capability, to continue their education through ESL relicensing, to gain core subject specialization (English, math, science, social studies), to acquire the majority students' language, and to travel regularly in target language countries. Providing integrated and articulated multiple language instruction throughout Madison schools became a long-term goal.

Notes

1. A preferred label for language learners of English in the Wisconsin is ENL or English as a new language. Many students have studied several languages; consequently, English is not the "second" language nor is it a "foreign" language. ENL is a more accurate label for the situation in Madison than ESL. An alternative label is LEP or limited English proficiency or ELL English language learner.

2. In Dane County, 2000 census indicated that only 363,563 citizens spoke only English in the home. The Madison Police Department had employees familiar with Spanish, French, German, American Sign Language, Russian, Hmong, Italian, Portuguese, Vietnamese, Arabic, Hungarian, Japanese, Norwegian, and Serbian. However, police were fluent only in Spanish (16), Russian (1), Hmong (3), Hungarian (1), and Serbian (1). City representatives were aware that the lack of language proficiency had greatly handicapped judicious law enforcement See: Adams, 2002.

3. MMSD serves approximately 2700 students speaking various languages. The three major groups consist of 1400 Spanish-speakers, 700 Hmong-speakers, and 200 Korean-speakers. (Janna Heiligenstein, September 2002)

4. Pres. Fred H. Harrington was particularly interested in international programs and language instruction. He sought to make the UW a premier international institute. The Ford Foundation and the Rockefeller Foundation supported research that involved exchanges of faculty. Subsequently, USAID subcontracted 10-year development projects to Colleges of Agriculture and Schools of Education. In the 1960s and 1970s, the UW had two USAID program in Nigeria: education at Zaria and agriculture at Ile-Ife. For this reason, a large number of Nigerians studied at the UW and for the most part their children attended Shorewood Elementary School.

5. Liba Daub was the coordinator of the first language courses for the University League.

6. The HEA Title VI funding supports Africa, East Asia, Western Europe, Latin America, Russian and Eastern Europe, South Asia, Southeast Asia study centers, the National African Language Resource Center, and a Center for International Business Education. Wisconsin was one of two universities with the largest number of international centers in the country.

7. The UW International Student Services and Fulbright Association maintain a directory of students and faculty by country.

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8. The Certificate in TESOL (12/01) requires courses including: Structure of English (for Teachers), English Phonology, Introduction to TESOL Methods, Second Language Acquisition, TESOL Workshops, Techniques and Materials for TESOL, English Variation in the U.S., English in Society, and Global Spread of English.

9. Wisconsin teachers of ESL/English have taken an active role in writing creative textbooks for K-12 and college level. In 1983, Miki Knezevic & Patty Werner began writing ESL textbooks for McGraw-Hill. Later, Mary Church, Ann Niedermeier & Keesia Hyzer produced books for Prentice-Hall. All the books were pilot-tested in the MMSD. Susan O'Leary published a reading recovery text.

10. Catalog: Undergraduate Academic Programs and Information, 1995-97, "English as a Second Language" indicated the following requirements (p. 100):

Previous certification in elementary education, English, foreign language, or social studies.

Manifest personal qualities that can contribute to success as a classroom teacher.....

Demonstrate proficiency in spoken and written English commensurate with the role of a language model.

Had experience learning another language (1 year high school foreign language, 1 semester of college foreign language, 3 months living in and speaking the language of another country).

ENGLISH

Structure of English, English Phonology, Contrastive Analysis, ESL Theoretical Principles, English Phonetics. Adult certification: ESL Techniques and Materials.

Elective

English Dialects, Language and Culture, Cultural Pluralism and Education Policy, Language Policy and Education in the United States.

CURRICULUM & INSTRUCTION

Pre-Student Teaching Practicum in ESL, Methods of Teaching ESL, Student Teaching ESL.

1985-86 Bulletin: School of Education "English as a Second Language" indicated a 21-credit requirements (p. 40).

ENGLISH

Structure of English, Contrastive Analysis, ESL Theoretical Principles, General Phonetics.

Elective

Language and Culture, Cultural Pluralism and Education Policy, Language Policy and Education in the United States.

CURRICULUM & INSTRUCTION

Methods of Teaching ESL, Student Teaching ESL.

11. DPI (% Tim Boals 608-267-1290) issues ESL licensure (395) for the following certification programs:

UW-Eau Claire	- major/minor
UW-Green Bay	- major/minor
UW-LaCrosse	- minor
UW-Madison	- concentration (add-on to FL)
UW-Milwaukee	- major/minor
UW-Oshkosh	- major (graduate program)
UW-River Falls	- major/minor
UW-Stevens Point	- minor
UW-Whitewater	- major/minor
Beloit College	- major/minor
Cardinal Stritch College	- minor
Concordia University	- minor
Lakeland College	- minor
Lawrence University	- minor
St. Norbert College	- minor

Between 1994 and 2002, most newly hired Madison area ESL teacher obtained ESL certification through the UW-Milwaukee, UW-Whitewater, or Beloit College.

12. Sherlock Wallace questioned the DPI proposal to create a "bilingual" or "ESL" credential as an add-on to a "core" subject at the elementary or secondary level. This practice appears to ignore the expertise held by teachers of French, Spanish, Chinese, Russian, Japanese among other languages. See: Wallace, S. (2001) Don't forget who your friends are! A foreign language teacher's view of teacher certification standards of ESL/Bilingual education. *Mid-Western Educational Research*, 41/4 (Fall): 9-12.

13. Most of the emergency-licensed teachers eventually complete their certification within the three-year Wisconsin DPI limitation. (Heiligenstein, September 2002)
Wisconsin State Journal (3/11/02 I-21 Classified) MMSD Teachers:
ESL/Korean -- must have WI DPI ESL (K-12) cert. or ability to obtain. Fluency in Korean, strong knowledge of balanced literacy and six-traits writing, provide Korean translation.
Elementary/Bilingual -- must have WI DPI elementary cert. and ESL cert. or bilingual (Spanish or Hmong) endorsement. Fluency in Spanish, Korean, or Hmong.

14. Academic Program Office (608) 262-1651 or www.education.wisc.edu/ci/esl

15. The UW College of Letters and Science can support some of the language and cultural requirements of ESL teachers. The Department of East Asian Languages and Literature does offer Korean. The Department of Spanish and Portuguese offers a variety of language and literature courses in Spanish. However, the Department of Languages and Cultures of Asia does not offer

Hmong. In addition, the Departments of History and of Anthropology offer courses concerning cultures of Asia and Latin America.

16. The NBPTS also provides National Board Standards for English as a New Language. The standards deal with knowledge of students, language and language development, culture and diversity, and subject matter; with meaningful learning, multiple paths to knowledge, instructional resources, learning environment, and assessment; and with reflective practice, linkages with families, and professional development. National Board of Professional Teaching Standards, 19500 Bulverde Road, San Antonio, TX 78259 www.nbpts.org (800) 228-3224

17. Renee Lajcak directs the MTTP. Contact: info@mttp.com or (608) 257-4300.

18. Joanne Zintel (Spanish/ESL) taught at Shorewood Elementary School between 1988-2003. In 1969, her son had 30 minutes of ESL instruction per week at Shorewood. In the 1970s, MMSD hired Sally Moschkau, Goula Kanner (Finnish/ESL), Thuy Pham-Remmele, Leore Leary, Ann McBride, Ann Niedermeier (French/ESL) and Mary Church (Elementary/ESL). Jack Siebert (Spanish/ESL) served MMSD through 1998 when he left Lincoln Elementary School. Pham-Remmele works at the district office and Ann McBride teaches English.

19. Interviews (March, 1999) with Ann Niedermeier, Ann McBride, and Keesia Hyzer (West High), Mary Church (Memorial High/Shorewood emerita), Joanne Zintel (Shorewood Elementary), Carol Quam (Shorewood Elementary), Keith Proctor (Toki Middle), Bonnie Rimrodt-Primrose (Hamilton), Nancy Johnson (Randall), Elizabeth Hoadley and Nel Burrus (Memorial High), Lianne Burnson (Lowell Elementary), and Susan O'Leary (Lincoln Elementary).

20. MMSD ESL supervisors: Elena Chavez-Mueller (1981-1997), Ezequiel Vargas (1997-1999), and Janna Heiligenstein (1999-present). Ann McBride (1980-1998) held leadership positions representing teachers through the 1980s and 1990s.

21. Interview (March, 1999) with Ezequiel Vargas (ENL coordinator) and Ann McBride (ENL resource specialist) for MMSD in 1999. In 2002, over 1500 student qualify for ESL specialized instruction. In order to reduce class size for lower-levels, Franklin Elementary School principal has obtained a grant to fund the training of the ESL "add-on" certification for all teachers. By doing so, the school can use the three ESL teacher allocations for regular teachers and reduce the size of classes. These teachers will assume the duties of a multi-lingual and multi-cultural expert as well as those of K-2 elementary expert. The MMSD has advertised for BRS positions for Russian, Turkish, and

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Albanian.

22. Shorewood Elementary School served students representing over 40 different languages. A bilingual, bicultural (Spanish, Hmong) program proposed for other schools was never an option for Shorewood. Consequently, the ESL teachers continued the traditional "pull-out" class instruction.

23. Email interview with Janna Heiligenstein (ESL MMSD Coordinator) in September, 2002. Bilingual programming for Spanish-speaking students were created at Allis, Leopold, Midvale, Randall, Sandburg elementary schools and at Cherokee and Sennett middle schools. The author taught science and math in Spanish at Cherokee to 25 recent Mexican newcomers. Commercial math and science textbooks were used:

Lappan, G. et al. (Eds.). (2002). *Datos de nuetro entomo: El sentido numérico*. Glenview, IL: Prentice Hall.

(2002). *Ciencias y tecnologia: Ciencias de la Tierra*. Austin, TX: Harcourt.

This school also provided a Spanish-speaking guidance counselor and a Spanish-speaking BRS.

24. In 2001, the MMSD hired over 65 teachers of ESL with Spanish, Hmong, or Tibetan proficiency, 50 BRSs (bilingual resource specialists) and 5 bilingual counselors. The ESL enrollment was 2100. Special projects sites were at Chavez, Emerson, Gompers, Heugal, Sandberg elementary schools and Sherman Middle School. The 2002 inservice designed to help teachers to comply with the No Child Left Behind Act of 2001 Title IX, sec. 9101 (25) included some of the following materials:

Gottlief, Margo. (2002). *Wisconsin alternate assessment for students with limited English proficiency*. Madison, WI: Wisconsin Department of Public Instruction.

English language proficiency levels (Appendix C). Madison, WI: Wisconsin Department of Public Instruction. [Pl 13.07(1)-(5), Wis. Admin. Rule]

Examples of test accommodations for students with limited English proficiency (LEP) for the Wisconsin knowledge and concept examinations (Appendix B). Madison, WI: Wisconsin Department of Public Instruction. www.dpi.state.wi.us/dpi/nea/accomlen.html (16/7/02)

Guidelines for elementary ESL and bilingual resource teachers. Madison, WI: Madison Metropolitan School District.

Promotion policy 2002-2003. Madison, WI: Madison Metropolitan School District. www.madison.k12.wi.us/politics/3537.htm

Successes ESL/bilingual improvement efforts 2000-2001/2001-2002. Madison, WI: Madison Metropolitan School District.

25. In AY 2002-03, West High School like other schools hired two Spanish-speaking specialists in bilingual resources to liaise among the school, the Hispanic students, and their parents. The

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specialists created dedicated telephone line for these students.

26. Ann McBride (MMSD-ESL) was chair of a sub-group on assessment for the State Superintendent Advisory Council on Bilingual education. Due to state caps on district funds, the MMSD receives about 22% for ESL teachers but program administrators indicate that more is needed.

27. In MMSD, Lao students have the highest dropout rate of ESL students.

28. Parental and teacher proposal for a Spanish-English charter school (Nuestro Mundo) at the MMSD School Board meeting on 9 September 2002. Article describing the proposal published in the *Wisconsin State Journal*. Additional articles addressed the issue of bilingual instruction in the public schools (20 October 2002, 16-17 November 2002, 25 November 2002).

29. MMSD had an eight-tiered schedule. The range in AY 2002-03 was from BA no experience $28,747 to Ph.D. 33 years $83,758.

30. News release (11 March 1999) obtained from David Edwards (JNCL-NCLIS) during an interview.

31. Deborah Mercier submitted proposal for "Franklin School Integrated Services Model" with a budget of $282,961. Margaret Hawkins was responsible for the ESL training. The 3 ESL-licensed teachers were replaced by elementary-licensed teachers with Spanish proficiency.

32. A bilingual, bicultural coordinator and secretary staffed the mentor program. The mentor worked at the schools and community centers to counsel Spanish-speaking students between grades 4 and 8 concerning education and work experience. *Wisconsin State Journal*, 8 Feb. 2003.

33. Beginning salaries for BRSs was $12.48. In January, 2003, the teachers' union (MTI) and the District began negotiating to move the BRS bargaining unit from the clerical/technical one (secretaries and custodians) to the teacher unit to accommodate the teaching responsibilities of BRSs. BRSs are now aligned with interpreters for the deaf and hearing impaired. The salary will raise to fit the teacher schedule based on education and experience. (MTI, 36/19 (13 January 2003):1)

34. Assessment indicators for:
language arts (reading & literature, writing, oral language, media & technology, research & inquiry),
math (mathematical processes, number operations, statistics & probability, geometry, measurement, algebraic relationships),

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science (nature of science, earth & space, science inquiry, physical science, life & environment, science applications, science & society), and
social studies (geography, economics, historical time, community & change, political science citizenship, and behavioral science).
Foreign language, art, and music were not part of the assessment.

35. West High School Handbook AY 2002-03, p. 53-55.
U.S. History I and II, U.S. Government and Law
Algebraic Concepts, Math/Science Support
Comprehensive Science, Introduction to Biology

36. At West High School, the ESL program offered "Latin American Literature and Culture" in Spanish for ESL students. Anglo students in advanced-level Spanish were not admitted.

37. Shamane Mills of National Public Radio ("Morning Edition"-Bob Edwards) described the Midvale Elementary School volunteer program on 7 February 2003. UW students proficient in Spanish came to the school to work with Hispanic students. Anya Millhans, a VISTA volunteer, coordinated the program.

38. The Anglophone students who studied Spanish were not included in these bilingual classes nor was there much collaboration with the teachers of Spanish.

39. In the early 1990s, ESL teachers at Franklin Elementary (K-2), Randall Elementary (grades 3-5), Hamilton Middle (grades 6-8), and West High School (grades 9-12) met each semester with parents at a community center to explain school programs and policy.

40. Katherine Moulton (UW ESL staff) explained this program.

41. Louis Chinnaswammy retired in 2002 after a long career providing statewide leadership and coordination in the development, implementation, assessment, and evaluation of ESL curricula and instruction in Wisconsin.

42. Mary Pennel presentation at MATC 2003 Spring Inservice.

43. MATC part-time salaries were based on a three-tiered schedule. In 2002, the hourly payment was: instruction $31.59; curriculum development $26.86; and meetings $18.74 in addition to accrued sick leave.

44. *Wisconsin State Journal* (03/11/02, I-13 Classified) Part-time Instructors in Alternative Learning Division: ESL and ESL for Workplace Education.

45. Curriculum or course construction (WIDS), philosophy of VTAE, teaching methods, educational psychology, educational evaluation, guidance and counseling, and cultural diversity. Most instructors are MATC full-time employees or external consultants.

46. Wisconsin Technical College System Board (2001): ESL Survival Skills Outline (04/01)
www.wifamilyliteracy.org/esl-survival.html

ESL - Level 1A	(K. Ahern & P. Peterson)
ESL - Level 1B	(K. Ahern & P. Peterson)
ESL - Level 1 Life skills A (Assessment)	
ESL - Level 2A	(R. Hata & C. Howell)
ESL - Level 2B	(R. Hata & C. Howell)
ESL - Level 3 Oral Communication	(C. Howell & C. Miura)
ESL - Level 4 Reading & Vocabulary	(Krebs-Byrne & J. Sajdak)
ESL - Level 5 Oral Communication	(J. Grosse & R. Esser)
ESL - Level 6 Writing	(C. Frederick & R. Esser)
ESL - Level 6 Reading	(C. Frederick & R. Esser)
ESL - Level 6 Oral Communication	(C. Frederick & R. Esser)

47. Richards, Jack, et al. (1997-2001). *New Interchange: English for international communication.* New York, NY: Cambridge University Press. (texts, workbooks, CDs, videos, cassettes, teacher book)

48. In 2002, Kathleen Hoag began to prepare a transition program comprising an ESL transition course and transition courses for various disciplines. Hoag taught ESL Reading and ESL Writing as free, non-credit courses for six hours per week.

49. Linda Ryan, who teaches ESL at MESLS and taught at MATC and WESLI, was aware of the needs in DeForest by the American Breeder Service.

50. WITESOL
http://mendota.english.wisc.edu/~hbishop/witesol.htm
The organization produces a newsletter (32 years) and collaborates with Minnesota ESL teachers to publish *MinneWI TESOL Journal* (19 volumes).

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Madison ESL Authors
K-12 Materials

Church, Mary.	(retired, Memorial HS)
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Knezivic, Miki.	
McBride, Ann.	(English teacher, West HS)
Niedermeier, Ann.	(Administrator, District)
O'Leary, Susan.	(ESL teacher, Lincoln Elementary)
Werner, Patricia.	

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Appendix A

Directory of Dane County/Madison ESL Providers

Centro Guadeloupe
% Romillia Schlueter
- 2326 South Park St., Madison, WI 255-8471

Centro Hispano
% Fred Svenson
Lucia Nunez
- 835 West Badger Rd., Madison, WI 255-3018

Even Start Program
Head Start Building
% Michaele Chaudoir 270-3430
Patty LaCrosse (MMSD) 249-9055
- 2096 Read Arrow Tr., Madison, WI
www.verona.k12.wi.us/community/evenstart

Kaplan Educational Center
% Ann Wacker <ann_wacker@kaplan.com>
- 315 W. Gorham St., Madison, WI 255-0575
www.kaplan.com (800) KAP-TEST

Madison Area Literacy Council/Literacy Consortium
% Gregory Markle
- 1118 South Park St., Madison, WI 244-3911

Madison Area Technical College
www.matcmadison.edu (800) 322-6282
% Lynn Bartoszek & Bob Esser 258-2430/32
- 211 N. Carroll St. Rm. 209, Madison, WI 258-2440
- 3550 Anderson St. Rm. 215D, Madison, WI 246-6262
- 827 Banker Rd., Fort Atkinson, WI (920) 563-6611
- 330 Collins Ave., Portage, WI 742-2151
- 300 Alexander Ave, Reedsburg, WI 524-4386
- 1300 W. Main St., Watertown, WI (920) 261-3776

AY 2002-2003 List

Allied Drive/Dunn Marsh Community Center 274-7006
Badger/Magnolia 261-9764
Bridge-Lakepoint
Castille Granada 273-6676
Central Hispano (sub-contract) 255-4431
Darbo-Worthington Community Center 246-2967
East Madison Community Center 249-9861
Eastside Even Start (Sandburg) (sub-contract) 222-8650

Electric Theater Contract
EVCO
Ferris Center
Kennedy Heights Community Center 244-0767
L.A. Darling
Lake Mills
Mendota Mental Health Institution
Meriter Hospital
Northport Community Center 249-9281
Oscar Mayer
Oregon Correctional Center
Packer Ave. Townhouse Community Center 249-0160
Saint Mary's Hospital
Salvation Army 250-2260
Sauk Prairie Joining Forces for Families 825-3225
South Madison Education Center 255-6568
Southdale Join Forces for Families 273-6676
Spring Window
Stoughton Vocational Center 259-2935
Sun Prairie 825-3225
Teachline
United Refugee Service (sub-contract)
University of Wisconsin Facilities Plant
University of Wisconsin Partners
Verona Even Start (sub-contract)
Webcrafters
Westside Elementary
Wexford Ridge Neighborhood Center 833-4979
YWCA

Madison English Second Language Institute
- 3009 University Ave.
Madison, WI 53705 233-9962
www.mesls.org <answer@mesls.org>

Madison Friends of International Students
% Linette Miller & Norma Pauvy
- Old Red Gym, Langdon, St., Madison, WI 239-4155

Madison Metropolitan School District
% Janna Heiligenstein <jheiligenste@madison.k12.wi.us>
- 545 W. Dayton St.
Madison, WI 53703-1995 663-1915
www.madison.k12.wi.us

Omega School
% Oscar Mreles
- 2237 Sherman Ave., Madison, WI 244-4650

United Refugee Service
% Ying Lee

- 312 N. 3rd St., Madison, WI 256-6400

University of Wisconsin
% Sandra Arfa
- 5134 HCW Hall, 600 N. Park St.
Madison, WI 53706 263-3780
www.wisc.edu/english/esl/askesl@facstaff.wisc.edu

Wisconsin English Second Language Institute
% Amy Duit
- 19 N. Pinckney St.
Madison, WI 53703 257-8476
www.wesli.com (800) 765-8577

Wisconsin Lutheran Chapel & Student Center
% John Chworowsky <jchworow@jef.net.com>
Barbara Schultz 257-1967
- 214 W. Gilman St., Madison, WI 256-4410

* State Governing Boards *

Wisconsin Department of Public Instruction
% Timothy Boals (Bilingual/ESL) 267-1290
<timothy.boals@dpi.state.wi.us>
Lisa Urbonya (Bilingual/ESL) 266-5469
<lisa.urbonya@dpu.state.wi.us>
- 125 S. Webster St. P.O. Box 7851, (800) 441-4563
Madison, WI 53707-7841
www.dpi.state.wi.us/dpi/dlsea

Wisconsin Technical College System
% Vacant (ESL)
- 310 Price Place, P.O. Box 7874
Madison, WI 53707-7874
www.board.tec.wi.us <wtcsb@board.tec.wi.us>

Appendix B

ESL Adult Programs

Program	Clients	Cost	Levels	Classes	Teacher	Curriculum	In-service	Misc.	Sites
Univ. of WI	Intn'l Student I-20 F-1	$2000	TOEFL ESL 1-8	semester	M.A.	Yes, ESLAT placement	Teacher Education Cert.	no	UW
MATC	immi-grant, refugee	$ 0	ESL 1-5 Labs Reading Citizen	semester 8-wks June	M.A./S. license certif. exper.	Yes, goals integrated WTCS guidelines	WI license Yes, 10 cr/5 yr work exp.		10+
Omeaga	adults, refugee	$ 0	ESL 3-5 limited	on-going	ESL-cert.	Yes, GED *Side-by-Side*, Job-related fam. read	No	child care	3
WESLI	student	$1990	ESL 1-8 TOEFL TOEIC	7-wks	B.A. (M.A.) exper.	Yes, committee decision	Teacher Education Cert.		
MESLI	student UW spouses	$1300	ESL 1-8 TOEFL	7-wks	M.A. T.exper certif. abroad exp.	Yes	No		
WI Lutheran	UW spouses & child	$ 0	Beg.	semester	B.A. travel exper.	Yes, religious	no	child care	Lutheran Church Eagle Ht

ESL Instruction

Program	Clients	Cost	Levels	Classes	Teacher	Curriculum	In-service	Misc.	Sites
MFIS	UW spouses & child	$35	2 Beg. 4 Int. 2 Adv.	semester TR 9:00-11:00 R 6:30-8:00	B.A. retired teacher	no	no	child care	1st Baptist Church
Even Start	immigrant adults & child	$ 0	1 Beg.	TR 5:30-8:00	MATC-funded M.A.	thematic activity, home visits	no (MATC)	child care	Head Start
Literacy Council	UW spouses	$ 70 $120/2	1 Beg. 1 Int. 1 Adv.	MW 1 hr 9:00 - 12:30	M.A. exper.	no	no	no	Eagle Hts.CC
Centro Hispano	immi-grants	$ 0	ESL 1 (computers)	TR 5:30-7:30	MATC	no	no	no	Centro Hispano
Central Guadeloupe	immi-grants	$ 0	ESL 1	S 10:00-12:00; 1:00-3:00	B.A. & volun-teers	no	no	no	Centro Guade. & Edgewood College
United Refugee Service	new immi-grants	$ 0	1 Beg. lit-eracy		MATC-funded	no	no	no	URS
Kaplan Educ. Cen.	advanced students	$80 $999 $2400	ESL 1-8	arranged	M.A. ESL cer.	yes, TOEFL exam	yes	no	Kaplan Educ. Cent.

Appendix C

MMSD Teacher Distribution
AY 1997-98 & 2002-03
English as a New Language/ESL
Bilingual Resource Specialist/BRS
World Language/WL

	ESL 1997	BRS 1997	WL 1997	Other 97	ESL 2002	BRS 2002	WL 2002	Other 2002
WI DPI Office	1 coor		1 coor	1 German 1 Global	2 coor		1 coor	1 Global
MMSD Office	1 coor 1 prog T		.5 coor		1 coor 3 prog T	1 biling. 1 Hmong 1 Spanish	.5 coor	
Allis Elementary	0	0	0	0	4	1 Hmong 3 Spanish	0	1 Bil. Kind. 1 Bil. G 1 1 Bil. G 2 1 Bil. G 3
Chavez El.					2	1 Spanish	0	sp. project
Crestwood	2	1 Hmong	0	0	1	0	0	0
Elvehjem	0	0	0	0	0	0	0	0
Emerson El	0	0	0	0	1	0	0	sp. project
Falk El.	0	0	0	0	2	1 Hmong	0	0
Franklin Elementary	3	1 Hmong 1 Spanish	0	0	0	1 Hmong 1 Spanish	0	ESL training for teachers
Glendale	0	0	0	0	0	0	0	0

	ESL 1997	BRS 1997	WL 1997	Other 97	ESL 2002	BRS 2002	WL 2002	Other 2002
Gompers	0	0	0	0	1	0	0	sp. project
Hawthorne	1	1 Hmong	0	0	1	1 Hmong 1 ?Spanish	0	0
Huegel EL.	0	0	0	0	1	1 Spanish	0	sp. project
Kennedy El	0	0	0	0	0	0	0	0
Lake View Elementary	2	1 Hmong 1 Lao 1 Spanish	0	0	3	0	0	0
Lapham Elementary	0	0	0	0	3 Even Start	0	0	0
Leopold Elementary	1	1 Hmong	0	0	3	0	0	1 ESL G. 1 1 ESL G. 2/3 1 ESL G. 4/5
Lincoln Elementary	2	1 Hmong 1 Spanish	0	0	3	1 Hmong 1 Spanish	Spanish AY 02-03	FLES Program UW students
Lindbergh Elementary	3	2 Hmong	0	0	3	1 Hmong 1 Spanish 1 Lao	0	0
Lowell EL.	2	1 Hmong	0	0	2	1 Hmong	0	0
Marquette	0	0	0	0	0	0	0	0
Mendota EL	0	0	0	0	0	0	0	0
Midvale Elementary	3	2 Hmong 1 Spanish	0	0	3	1 Hmong 2 Spanish	Spanish AY 01-02 UW Stud. teachers	2 Bil. Kind. 1 Bil. G. 1 1 Bil. G. 2

	ESL 1997	BRS 1997	WL 1997	Other 97	ESL 2002	BRS 2002	WL 2002	Other 2002
Muir El.	2	2 Spanish	0	0	2	1 Spanish	0	0
Orchard Ridge El.	0	0	0	0	1	1 Hmong 1 Spanish	0	0
Randall Elementary	1	1 Hmong	0	0	1 ESL 1 Biling	1 Hmong 1 Spanish	0	0
Sandburg Elementary	0	0	0	0	2	1 Hmong 1 Turkish 1 Spanish		Bicultural program
Schenk EL	0	0	0	0	0	0	0	0
Shorewood Elementary	2	0	0	0	3	1 Chinese 1 ?Spanish	0	Most Multi-lingual
Stevens Elementary	3	0	0	0	1	1 Hmong	0	0
Thoreau Elementary	2	2 ? Hmong	0	0	1	1 Hmong 1 Spanish	0	0
Van Hise Elementary	1	0	0	0	1	1 Tibetan 1 Korean	0	0
Black Hawk Middle	0	0	1 French 1 Spanish		3	1Hmong/Lao 1 Spanish	1 French 1 Spanish	0

ESL Instruction

	ESL 1997	BRS 1997	WL 1997	Other 97	ESL 2002	BRS 2002	WL 2002	Other 2002
Cherokee Middle[1]	3	0	1 French 3 Spanish		2	1 Spanish 1 Chinese	1 French	1 Bilin. 6th 1 Sp. 7th . 1 Sp. 8th 1 Sp.Counsel 2 Bilingual
Hamilton Middle	3	0	2 French 3 Spanish	0	3	1 Hmong 1 Tibetan 1 Lao	2 French 2 Spanish	0
Jefferson Middle	2	0	1 Chinese 1 French 1 Spanish	0	2	1 ?Chinese 1 Hmong	1 French 1 Spanish	0
O'Keefe Middle	2	0	1 French 1 Spanish	0	1	1 Spanish	1 French 1 Spanish	0
Sennett Middle	0	0	1 French 1 Spanish	0	2	2 Spanish	1 French 2 Spanish	Bilingual program
Sherman Middle	0	0	1 French 2 Spanish	0	0	0	2 Spanish	Literacy Co. Literacy Lab
Spring Harbor Middle	0	0	1 French 1 Spanish	0	0	0	1 French 1 Italian 1 Spanish	0

[1]At the time of Governor James Doyle's election, Jessica Laird Doyle, the wife of Governor Doyle and niece of Melvin Laird (Congressman and Secretary of Defense under Nixon), was the learning coordinator. She and the Governor graduated from Cherokee "Junior High School" and then from West High School in 1963. She was a Peace Corps volunteer in Tunisia and worked among the Navajo in Arizona (WSJ 24/11/02, A1, A6). Mrs. Ruth Doyle, the late mother of the Governor and wife of a Wisconsin Supreme Court Judge, was a long-time member of the MMSD School Board. The administration building is named after her.

	ESL 1997	BRS 1997	WL 1997	Other 97	ESL 2002	BRS 2002	WL 2002	Other 2002
Toki Middle	3	0	1 Chinese 1 French 1 Spanish	0	2	1 Hmong 1 Spanish	1 French 2 Spanish	
Whitehorse Middle	0	0	1 French 1 Spanish	0	0	0	1 French 1 Spanish	
Wright Middle	0	0	1 Spanish	0	0	0	1 Spanish	charter school
East High	2	1 Hmong	3 French 1 German 5 Spanish	1 Sp. Counsel 1 Min Se	6	1 Hmong 1 Khmer 2 Spanish 1 Tibetan	3 French 1 German 5 Spanish	1 ESLCounsel 1 Minority 1 Migrant
LaFollette High	0	0	1 French 1 German 1 Latin 5 Spanish	0	3		1 Am S.L. 2 French 1 German 1 Latin 3 Spanish	1 ESL Math 1 ESL SocSt 1 Minority
Memorial High	2	1 Spanish	1 Chinese 4 French 1 German 5 Spanish		6	1 Chinese 1 Hmong 1 Khmer 2 Spanish	1 Chinese 4 French 1 German 6 Spanish	1 Minority Services 2 SP Science 1 SP Lit.
Shabazz	0	0	1 Spanish	0	0	0	1 Spanish	
West High	5	1 Chinese 1 Hmong 1 Spanish	4 French 1 German 1Japanese 1 Latin 7 Spanish	1 Sp. Counsel	9	1 Hmong 1 Korean 3 Spanish 1 Tibetan	4 French 1 German 1Japanese 1 Latin 8 Spanish	2 Sp. Counsel 1 SP Lit.

Appendix D

MMSD Attendance Areas
Feeder Schools by High Schools
with ESL Programs
AY 2002-03

High School	Middle School	Elementary School
East (5T/5B/1C)[2]	Black Hawk (3T/3B)	Gompers (1T/0B)
		Lake View (2T/0B)
		Lindbergh (3T/3B)
	O'Keeffe (1T/1B)	Lapham (3T/0B)
		Lowell (2T/1B)
		Marquette (0T/0B)
	Sherman (0T/0B)	Emerson (1T/0B)
		Hawthorne (1T/2B)
		Mendota (0T/0B)
		Sandburg (2T/3B)
La Follette (5T)	Sennett (2T/2B)	Allis (4T/3B)
		Elvehjem (0T/0B)
		Glendale (0T/0B)
	Whitehorse (0T/0B)	Kennedy (0T/0B)
		Schenk (0T/0B)

[2]T = teacher (PT/FT) and B = BRS Bilingual Resource Specialist

ESL Instruction

High School	Middle School	Elementary School
Memorial (6T/5B)	Jefferson (2T/2B)	Crestwood (1T/0B)
		Muir (2T/1B)
	Spring Harbor (0T/0B)	Chavez (2T/1B)
		Stephens (1T/1B)
	Toki (2T/2B)	Falk (2T/1B)
		Huegel (1T/1B)
		Orchard Ridge (1T/2B)
West (10T/5B)	Cherokee (3T/3B)	Leopold (5T/1B)
		Midvale (3T/3B)
		Thoreau (2T/2B)
	Hamilton (7T/1B)	Randall (2T/2B)
		Shorewood (3T/2B)
		Van Hise (1T/3B)
	Wright (0T/0B)	Franklin (0T/2B)
		Lincoln (3T/2B)

Appendix E

Limited-English Proficiency
Madison Metropolitan School District[3]

Languages with Student Enrollment
Greater than 50 Students
March 2001

Language	Total	PK[4]	K-3	4-8	9-12
Albanian	51	1	18	24	8
Hmong	704	10	236	297	161
Khmer	96	0	24	50	22
Korean	122	0	54	54	14
Lao	67	0	24	24	19
Mandarin	60	1	28	24	7
Spanish	1,027	20	404	368	235
Tibetan	65	0	8	23	34

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[3]Wisconsin Department of Public Instruction, March 2001 Census posted 4 November 2002 (pages 14-15). http://www.dpi.state.wi.us/dpi/dlsea/equity/pdf/biling3_01_census-dist.pdf

PK = pre-kindergarten (pre-school/day care),
K-3 = kindergarten through grade three (elementary school),
4-8 = grades four through eight (middle school),
9-12 = grades nine through twelve (high school).

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